

School Activities



Red and Black Staff Is Active—Reading High School, Reading, Pennsylvania



Sportsmen's Club Is Busy—Aliquippa High School, Aliquippa, Pennsylvania

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Recreation

This monthly magazine is a source of ideas for recreation activities! It provides an understanding of recreation values, philosophy, planning, leadership techniques and the know-how for creative recreation experiences. Arts and crafts, drama, music, folk dancing, nature, special events, parties, games, sports and athletics are covered—also, recreation with the handicapped, recreation in the school, on the playground, in the community, home, hospitals, camp.

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Personnel;

Idea of the Month (program);

Reporters Notebook (news);

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School Activities

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As the Editor Sees It



We believe that a school code (we heartily dislike the expression "conduct code") is a MUST for every school. And not one written by the principal and/or the teachers, but one which the students themselves help to develop and finally officially adopt.

Obviously, such a code cannot be developed in a week or month or two because it will have to cover concisely a number of activities, be specific, and represent attractive presentation.

Generalities are always nearly worthless because they are not easily and promptly applied by the students to particular situations. This means a code composed of several codes; for example, for assembly, corridor and street traffic, athletic and other public games, programs, spectacles, parties and social events, etc. No two of these settings are exactly alike. Each one is specialized, and so requires a specialized code.

Too many codes? Hardly: each of the above represents a setting in which behavior can range from the very lowest to the very highest. Each calls for rules (like football or any other activity) which have to be followed. How can the student be expected to follow rules if he does not know them? If he has no competent guidance in the fundamental attitudes, reactions, and procedures?

Developing and promoting a school code is a very appropriate project for any student council.

At the opposite ends of the scale of committees are the "do-nothing" and the "do-it-right-now" groups. Neither of these is a good committee. Because there is no need to dwell on the first, suppose we look at the second type.

This body has ideas, enthusiasm, initiative, push, originality, and all the other things that make for a good committee—except a governor. It goes too fast for safety.

Before a product is put on the market by a reputable company it is tested and retested, and altered and redesigned, in order to "work out the bugs." This procedure should be imitated by a committee. A project, activity, or policy should be thoroughly discussed, argued about, criticized, and, if possible, tried out in a smaller setting, and then re-worked if necessary.

Only a fly-by-night company will market a

hastily designed, manufactured, and untested article. Only a fly-by-night committee will hurriedly plan, organize, and promote an untested project.

True, this careful, thoughtful, and slower committee work may result in the loss of a bit of enthusiasm, but even enthusiasm is harmful if it is not accompanied by maturity of thought and action.

Excellent potentialities for these "inside" programs are to be found in the student body and faculty of every school, and, properly discovered and capitalized, these represent well worth-while educational presentations.

Developing and staging an "inside" program make take a little more work than signing a contract with an outsider, but, too, it may often be well worth the effort.

Is your community erecting or planning a new building? If so, is your student council alert and requesting provision for a student council room? If not, why not?

Very shortly we will bring you the story of about the most attractive council room we have seen. Close by are the student store and the student lounge, both intelligent student council promotions. These not only represent competent student council leadership, but also appreciation by the higher-ups of that leadership. And we'll gamble that they were not handed-out, unasked-for gifts. Now in your case . . .

Colleges and universities are now going all-out for new buildings and equipment, and are going considerably less than all-out for salaries. And some school districts are doing likewise. New buildings are important, of course, but at least as important are competent, happy, and well-paid teachers.

Having a properly educated and prepared teacher resign to drive a truck or work in a factory is not complimentary to a community. Over-loading a teacher with additional, unpaid-for (in time or salary) responsibilities, such as extracurricular activities, is a step in the direction of nurturing the resign idea.

A real leader should be capable, versatile, open-minded, affable, responsible, respectful, unselfish, well-informed, cooperative, aggressive, willing to work.

Dare I Be a Leader?

IN FIFTEEN STATES during the past summer there were held nineteen student council workshops. These workshops were attended by students who had already been recognized as leaders in their own schools. They had been selected for important offices in their student councils back home. They were sent to these workshops in order that they might learn well how to perform the duties of the office to which they had been elected.

Very likely some, if not all, of these student leaders had some misgivings about assuming the responsibilities of office back in their own school. Many probably asked themselves the question, "Dare I be a leader?" There is a great challenge to starting on a journey, especially when the route seems uncharted, or signposts unclear.

Thinking that it might prove helpful to students who dare to be democratic leaders, the writer phrased ten questions that point out a few of the characteristics of such leaders. If the query elicits an affirmative answer from a student, he is probably well on his way toward achieving the respect due a responsible leader. In subsequent paragraphs the questions are ad-

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dressed to students just as they were first used in student council workshops:

1. Are you convinced that democracy is a way of life that can be learned NOW? The democratic process does not begin and end with political actions such as voting and holding office. We can apply democratic principles to ALL of our social institutions NOW. Don't wait until you are twenty-one! You can learn facts, habits, and attitudes of democratic society by participating in many school activities; outside of school these same learnings can be exercised. Learn to apply the principles of democratic leadership well now. As adults see it, the prime reason for having a student council in any secondary school is to help train good citizens. It is assumed that if you develop civic competence now in school, society will be the richer because you are there.

2. Are you willing to assume leadership in small roles now in your school with the realization that larger roles will present themselves when you are better prepared for them than you are now? You should not put off until tomorrow learning the tasks of leadership. You must start now. Whatever the job is, it should be done well. When performing the seemingly small and unimportant task, we learn habits that will stay with us when the bigger jobs come along. No job is so insignificant that it invites something less than your best!

3. Are you ready, willing, and able now to earn the right to be a democratic leader? You cannot be given that right on a silver platter. Each person makes a contribution to the position he holds. Some add considerable stature to the job. You must earn your right to continue in office. You must demonstrate your capacity to serve. The position demands that you play a certain role. If you do not measure up to the exacting requirements of the office, the citizens in a democracy can turn you out of office.

Our Cover

The upper picture was contributed by the Red and Black, School Publication, Reading High School, Reading, Pennsylvania. It shows the staff as they are presenting a program over station WEEU-TV. This is an example of how newspapers and other publications and radio and TV can work together for public relations programs, educational promotion, and betterment of communities in general. Students acquire excellent training and experience.

The lower picture shows a group of students, members of the Aliquippa, Pennsylvania, Conservation, Fishing, and Hunting Club, performing some of the duties in promoting one of their many activities. It shows a "lean-to" type of feeding shelter which was constructed by the committee for the winter feeding of quail and other wildlife. Lawrence F. Blaney, club sponsor and teacher, is shown as he advises with members of the club. This is probably one of the liveliest and busiest clubs in the nation, for they have promoted many, many practical activities and projects. See article on page 165 of this issue; also May, 1955; April, 1956; and May, 1956, issues.

Therefore, if you are not now well qualified to hold the office you recently acquired in your school, you will have to learn quickly and well how to perform in that capacity.

4. Do you know your school well? Are you familiar with typical reactions of fellow students to problems around your school? Do you know what the faculty, school administration, and community leaders think about problems affecting students in your school? Do you recognize major strengths and weaknesses of your school organization? Have you been thinking about ways you can help others to maintain and possibly improve the strong points about your school while at the same time cooperating with others to solve major problems in your school? If you are willing to help others identify some of these problems, maybe you and some of your fellow students will be able to make a real contribution to the school.

5. Are you willing to seek *what* is wrong rather than *who* is wrong? It is one thing to talk about and focus the spotlight on problems, but it is quite another thing to arouse emotions by blaming someone for the situation that developed. In a democratic society we seek to conserve human values. We apply democratic means to achieve democratic ends. The process is tremendously important. We must attempt to solve social problems by rational and cooperative means. Let us live democratically, not just verbalize slogans!

6. Are you willing to consider the welfare of the whole school, as well as the sometimes selfish interests of your constituents, when making decisions? There is a tendency in a democratic form of government for representatives to think almost solely in terms of the ones who elected them to office because their continued support is needed for re-election. But there are occasions when the welfare of the whole school should take precedence over the demands of your own constituency. Most times, however, your home room or class will want the same things that are good for the whole school. You must be willing to deliberate the issues before the council from many angles and be willing to make decisions. After all, you were elected with the understanding that you would think the matters through and decide your own stand on the issues before the council.

7. Are you willing to respect the rights of the minority to maintain a position contrary to the majority even after decisions have been

made? A democracy cannot exist without honest differences of opinion. Obviously a single-party system of government will tolerate no opposition. Democratic government, on the other hand, thrives under a two-party system. Democracy ceases to function when a great number of factions dissipate the efforts of our government through many splinter parties. Then, too, you may some time be in the minority on some issue. Would you like to be the subject of great disrespect or ridicule because of your beliefs?

8. Are you willing to accept responsibility for the proper functioning of the council's program? After decisions are made, as a member or officer of the student council, you should help to carry out the program that has been adopted. This may require considerable self-control, especially when the odds are against you and when the things you have stood for have gone down to defeat. It is easy to exhibit self-control when you get your own way. But are you becoming increasingly self-directive? Are you gaining in poise and maturity? Do you understand and accept the obligations of citizenship? Are you willing to help formulate public opinion in favor of the program the council has undertaken?

9. Are you willing to recognize that someone, not always yourself, must exert leadership on behalf of the council? Even though you may have been elected to a position of leadership in your council, there may be times when you will need to share the spotlight, or maybe get out of the center of the stage completely, so that someone else may perform his function best. Even leaders have to be followers upon occasion. The job of leadership is too big for any one person to undertake, even in a school council. Others can help you by heading committees, by relieving you of many important tasks. These other persons need their chance to develop into good leaders just as you had yours. And you should recognize them for the contribution they make.

10. Are you willing to sacrifice some of your leisure time, to work hard, sometimes behind the scenes, and to devote much time and energy to council activities chiefly for the satisfaction you personally gain from a job well done? Despite your relatively great experience, you probably have much to learn about council activities. This you must recognize or you would not have come to a student council workshop. The jobs you are about to undertake will require much of

you during the whole school year. You will often be open to criticism from your peers and your superiors. Many of the jobs you will perform are thankless ones. Therefore you should be satisfied chiefly with the values you sense for yourself from your participation in council activities.

Extreme care and efficiency in organizing and conducting class trips are mandatory. Much enjoyment and experience and practical education is resultative.

So Your Class Wants To Take a Trip?

A TRIP TO A METROPOLIS such as New York, Chicago, Detroit, New Orleans, or Los Angeles, is an affair that permits all students to participate in the extracurricular program. Students will find this event so popular and successful that many classes can make it an annual activity.

High school and college students in the metropolitan areas of large cities are easily able to utilize their cultural resources. Usually the trip may include a morning visit to one of the city's museums, a matinee performance at the theater, a dinner at an exotic restaurant, a telecast or a radio broadcast, and a tour through a distinctive section of the city. For example, New York has its Greenwich Village; New Orleans, its French Quarter.

With the efficient use of committees a class trip runs very smoothly, as each person in advance has his reservations for the theater, and tickets to telecasts or radio broadcasts, a list of various restaurants, and a guide to an interesting tour through the city.

Besides including the entire class and their guests, the trip opens a vast vista of cultural interests for the student and gives him an opportunity to appreciate, explore, and utilize these resources. Also, it enables the student to supplement his humanities courses by seeing the play about which he read, a technique which stimulates motivation and interest in the classroom situation. The trip socializes the student by having him meet people in many walks of life and develops the student's ability to observe, evaluate, and interpret the cultural resources of the city.

DUTIES AND SUGGESTIONS FOR THE COMMITTEE

Chairman: He coordinates all committees and assists wherever possible, keeps all commit-

If you can answer all of the above questions with a resounding YES, then you are probably off to a good start as a democratic leader in your school council. On the road to democratic leadership, the signposts for you now may be less hazy; the route may be clearly charted. May you make good speed on an important journey!

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tees well informed of the progress of each committee and of the whole committee, serves as a liaison with the faculty adviser, and reports all proceedings of the committee to the class.

Publicity Committee (minimum of four members): At least a month before the trip, members should prepare attractive posters and signs announcing the class trip. These posters should include day, date, time, place, and the highlights of the trip and should be placed on all bulletin boards. Members should contact the school newspaper so that a write-up can be placed at least two weeks in advance.

Several weeks before the trip, liaison with the Public Relations Office should be made so that the chairman of each committee will receive mention in their local newspapers. Members should prepare notices of the class trip which can be distributed to the sections about a week before the event occurs.

THEATER TICKETS

Ticket Procurement (minimum of five members): At least six weeks before the date of the event, members should prepare lists of attractions, theaters, and prices and should distribute these lists to sections at least six weeks in advance so that students may decide which show they wish to see. They should clip reviews of the plays from various newspapers and magazines and prominently display them on various bulletin boards.

Each representative should be responsible for collecting theater performance. He should place these collections in an envelope on which he

should write the student's name, his first and second choices of shows, and the price of the seat. Representatives should give these envelopes to the members of the Ticket Committee, which will collate them according to theater. Members of the committee should write to the managers of the selected theaters and find out whether reservations may be obtained.

After the manager's reply as to the status of tickets, about three or four members should procure them on a Saturday morning preferably at 10:00 a.m. Upon procurement of the tickets members should give them to the representatives who will distribute the tickets to the students.

RADIO AND TELEVISION TICKETS

About four months in advance the members should write to the major radio and television agencies for complimentary tickets. A sample letter which may be sent to a broadcasting company follows:

WOR Guest Relations
1440 Broadway
New York, New York
Dear Sir:

The Senior Class plans to spend "A Day in New York" on Wednesday, April 12. The individual sections—groups of twenty or thirty—have expressed their wish to attend a radio or television broadcast show.

Is it possible for your studio to grant the class an allotment of tickets to seven of your shows during the morning, the afternoon, or evening?

We shall greatly appreciate your kindness and cooperation in this matter.

Very truly yours,

Upon receipt of these tickets they should be given to the representatives for distribution to the students.

Restaurant Committee (minimum of four members): The members should prepare a recommended restaurant list, should have these lists typed and mimeographed, and should distribute these lists through the representatives.

Attractive posters and view of "foreign" restaurants and samples of their menus can be displayed. It is suggested that if any large group wishes to eat in one particular restaurant, the committee should make reservations. The following introduction may be used to interest the students in the restaurant list:

LET'S EAT SOMETHING DIFFERENT

Eating out can be highly enjoyable and quite inexpensive. Why not try to dine in another kind of restaurant? Don't let such words as *smorgasbord*, *sukiyaki*, *minestrone*, *egg foo yeung*, *wong tong soup*, *shish kebab*, *chutney*, *paprikash*, *chicken cacciatore*, *wiener schnitzel*, be empty of meaning; but

let them suggest the sense of taste and smell for which they are so famous.

This list represents American, Chinese, East Indian, French, German, Italian, Japanese, Jewish, Russian, Swedish, and Swiss restaurants, their locations, and their prices at lunch or dinner.

Itinerary Committee (minimum of four members): Members should prepare the itinerary with a listing of choices. Itineraries will be typed and mimeographed and should be distributed by means of the representatives.

For those planning to visit New York City it is suggested that the members read "A Guide to New York City's Audio-Visual Treasure-Trove" *Audio-Visual Guide*, November, 1951. This article concerning New York City is adapted especially to engineering students. Members should read "Events of the Week" as published in *Cue* so that those activities which will be of special interest to the student will be brought to his attention.

(A SAMPLE ITINERARY)

NEW YORK TRIP FOR THE CLASS OF 1956

Wednesday, April 16

Why not relax and enjoy a pleasant day in New York City, the cultural center of the world? Transportation by Public Service Bus 118 is short—25 minutes and inexpensive—35c. Broadway is chock-full of good dramas, excellent musicals, and sprightly comedies. In addition, the Committee has addresses of some unique restaurants where you can have *smorgasbord*, *schnitzel*, *bouillabaise*, or *coq au vin*.

The major broadcasting companies have consented to give us free radio and television shows. If you prefer, you can visit the Bronx Zoo, the Planetarium, NBC's One Hour Escorted Tour of Television, Metropolitan Museum of Art, Museum of Modern Art, or Greenwich Village.

The Committee will help your group or section to prepare an inexpensive and interesting itinerary.

Possible Choices of an Itinerary

- | | |
|-------------|---|
| 10:00-12:00 | Museum of Modern Art
Bronx Zoological Gardens
Metropolitan Museum of Art
Hayden Planetarium |
| 12:00-2:00 | Luncheon at the Champlain—a full course meal for 90c |
| 2:00-5:30 | <i>Call Me Madam</i>
<i>Stalag 17</i>
<i>Gigi</i>
<i>Top Banana</i> |
| 5:45-7:00 | <i>Smorgasbord</i> at the Gripsholm, 324 East 57th Street
Swedish Rathskeller, 201 East 52nd Street
Little Vienna, 143 East 49th Street |
| 8:00-10:00 | Radio Show
Television show
Tour of historical and cultural sites of Greenwich Village |

ACKNOWLEDGMENTS FOR ASSISTANCE

The class president should write a letter of thanks to the chairman of the committee, who should write letters to each of his subcommittee

chairmen. Also, letters of thanks should be written to the various television and radio broadcasting companies which offer tickets to the class, to the managers of the theaters which expedited the sale of tickets, and to any other agency or individual who renders service to the class concerning this event.

EVALUATION

After the trip the Chairman should request a report from each of his subcommittee chairmen. These reports should include the pertinent

facts concerning the accomplishments of the subcommittee and the recommendations and suggestions which the chairman feel will be helpful to future classes who will undertake this activity.

The chairman should collate these reports and present a comprehensive report of proceedings, recommendations, and findings to the class. This report should be filed with the Recording Secretary of the class. Copies of the notices, restaurant lists, itineraries, and posters should be filed in the class record.

"Self-efficiency, self-control, emotional maturity, over-all citizenship efficiency should be the ideals sought in a community secondary school activity."

Modified Round-Robin Basketball Tournament

A MODIFIED ROUND-ROBIN BASKETBALL TOURNAMENT for the high schools located in Northern California was conceived and put into successful operation six years ago by Mr. Arthur Acker, Head of the Physical Education Division of Chico State College, Chico, California. The purpose of this tournament was many fold, the paramount concept being to generate an appreciative understanding and acceptance of the values of wholesome athletic participation among the communities of Northern California.

Fundamentally, the intrinsic values behind such a tournament, conceived by Mr. Acker, were as follows:

1. The over-all personality development potentials that are realized in such a tournament.
2. Opportunity for players, coaches, and spectators to enjoy the game under less strenuous conditions than normal games.
3. Opportunity for the participants to socialize with each other over a three day period, the duration of the tournament.
4. Small high schools have an opportunity to participate on an equitable basis with large high schools.
5. Another laboratory opportunity to foster and advance the principles of good sportsmanship which should be inherent in any secondary school activity.
6. A desirable and wholesome co-curricular secondary school activity.
7. A public relations activity which vividly presents to the viewing and listening audience the values of such an activity in the over-all social, emotional, and physical development of adolescent youth.

With the foregoing basic principles underlying the tournament, precisely how is the tournament planned, operated, and evaluated.

In the planning phase the fundamentals that are inherent to the successful operation of the

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tournament are as follows:

1. It is conducted after the close of the regular scheduled season.
2. No school may have more than 10 players on their participating team.
3. One high school in the area is designated as the host team. Each year the tournament shifts from one community to another in the geographical area in which the tournament is conducted.
4. Each game is played in twenty minutes—five minute quarters, and five minutes between halves.
5. The tournament is conducted over a period of three evenings, Thursday, Friday, and Saturday.
6. All teams in the tournament compete in each evening of competition.
7. Regular high school basketball rules apply in this modified tournament type of play.
8. The scoring in the tournament is recorded as follows:

Smith Center 28 Durham 24
(Final Game Score)

8. a. In the Acker type tournament Smith Center's tournament score would be plus 4 and Durham's minus 4.
8. b. The play continues for three evenings and team scores added to or deleted from their tournament score on the basis of their final game scores in each evening of competition.
9. Eight teams comprise the tournament playing personnel with each team playing two games in each evening of play. No team ever playing two consecutive games in a row.
10. Players are housed on a voluntary basis in private homes of the host community. The individual host provides lodging and breakfast. The other two meals are provided by the tournament committee with all teams eating lunch and dinner together.
11. An all-tournament team of ten players is selected by an unnamed committee of three, composed of coaches from the competing teams. The host team's coach is not a member of this committee.

12. There is no distinction between first and second tournament teams.

13. Each participant receives a medal signifying his participation in the tournament.

14. The team with the greatest plus score at the conclusion of the third evening of play is declared the tournament champion.

15. A trophy is awarded by the tournament committee to the tournament champion.

16. Six officials are necessary to officiate the games. This provides for the officials to have a rest between games as well as being able to render the highest type of officiating.

16. a. The officials are changed each evening of play rather than the same pairs working together for the duration of the tournament.

17. The coaches and principals who comprise the nucleus members of tournament also serve as the tournament committee who generally invite two outside teams to participate in the tournament.

17. a. This factor is flexible and can be adjusted to the desires of the tournament committee.

In the operation of the tournament a few basic principles must be rigidly adhered to if the tournament is to be a success. They are as follows:

1. Games must begin and end on time.

2. Teams and officials must be ready to play when they are scheduled to play.

3. Adequate space must be provided for teams to relax between games and to dry uniforms.

4. Sufficient housing must be provided.

5. A school cafeteria is ideal for serving the meals which all of the participants eat together, except breakfast which is cared for by the homes in which the boys are housed.

6. Careful attention to seating spectators and seating arrangements is essential.

7. Good coverage should be given by press and radio.

8. Controlling commercial enterprises to the extent that they do not detract from the tournament.

After six years of successful operation of such a tournament, the following have been the evaluated results of this modified type of tournament:

1. A better relationship is established between competing schools.

2. Good sportsmanship and over-all conduct by participants and spectators alike has been strengthened and elevated.

3. The spirit of comradery is on a high level.

4. Small schools have a more equitable chance to compete with larger schools when each school is limited to using only 10 players in the tournament.

5. The highest ideals of the democratic process are vividly portrayed in such a tournament.

6. The ideals of good sportsmanship reach the optimum in such a tournament.

7. This type tournament does much to strengthen the over-all purposes of the co-curricular program of the secondary school.

Much can be accomplished through such a tournament to say nothing of the contributing value it renders to the curricular and activity program of the modern American high school. These ideals should be self-sufficiency, self-control, emotional maturity, and over-all citizen ef-

ficency. This tournament furthers the purpose of Chico State College effectively to serve the geographical area in which the college is located in terms of scholastic, professional, in-service, and athletic activities.

The Discriminating Viewer

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Brooklyn 3, New York

Since people must make choices among films, plays, and television programs they wish to view, discrimination must be thoughtfully developed. And it can be. Discrimination should be developed so that children may be able to differentiate between authenticity and fiction.

Children should be able to recognize stereotypes, and not be influenced by them.

Children should have high standards of quality for the music and sound in productions which they view.

Children should be aware of desirable action patterns and attitudes in filmed portrayals.

Children should develop appreciation and understanding for other cultures, through documentary type programs which they view.

Children should learn to admire fine character, personal bravery, and cooperative attitudes in the plots of films, plays, and TV shows.

Producers will present higher caliber productions, when they become aware that they must satisfy a discriminating public. It is incumbent upon parents, and the community, as well as the schools to develop discrimination in our children.

The discriminating viewer absorbs meaningful concepts. If viewing builds such concepts, parents can be less concerned over the amount of time children are spending in motion picture and TV viewing. Admittedly, such viewing includes a variety of dramatic devices. These devices increase the emotional impact. But motivation to learn is heightened, and retention increased by emotional appeal.

Producers of worth-while productions are using research techniques to achieve all possible authenticity. From these productions, visual concepts are developed and become a spur to further reading. Such reading implements the established concepts. Reading that is not based on meaningful concepts is merely recognition of verbal symbols. Meaningful reading of necessity,

stems from concrete visual experiences.

New developments such as cartoons, animation, and diagrams, have been successful in giving added meaning to films and television productions.

We need to keep in the forefront of our thinking the ways and means for developing high standards for selecting material to be viewed. One factor, of course, is the carry-over of standards that children have developed from experiences in which they have been participants. For example, a child who has taken part in a community sponsored operetta, pageant, or other

dramatic activity, will have developed ability to recognize proper expression, voice control, good sound quality, etc., when he, in turn, views a professional production.

The curriculum of modern education goes outside the walls of the school building. Today's curriculum consists of the sum total of all the experiences we can present to the child. Viewing of dramatic productions on film, stage, and TV are essential experiences. The value to the child, as he matures through such viewing, will stem from the degree to which he has developed as a discriminating viewer.

Students acquire physical exercise, coordination, balance, poise, rhythm in classes and during noon-hour co-recreational activity; have fun, entertainment.

Physical Education a La Roller Skating

AS I LEAVE MY OFFICE during our junior high school lunch period and approach our school gymnasium, I am apt to hear strains of "Hold That Conga" floating through the air. On drawing closer, I can hear the sound of 600 plastic wheels rolling on our gymnasium floor. Now I am almost there and, in addition to the music and rolling wheels, there are voices of our happy youngsters.

As I open the door a group of our junior high students are rollicking along on roller skates intently trying to improve on their skill in a Conga line. I am in the gym only a short time before some of our kids are urging me to skate, too. And when my time permits, I do so. It isn't uncommon either to see other members of our faculty taking part in our most popular and enjoyable activity.



Mixed Class Receives Instruction

HAROLD C. MILLER

Principal

Hough Street School

Barrington, Illinois

Our roller skating program was conceived as the result of a search for additional noon hour recreation activities (during winter months). Our noon hour program already included sedentary games such as chess and checkers. Social dancing was and still is popular.

However, we felt the need for more variety, and especially something which would appeal equally to boys as well as girls at the junior high age. So, when we began using roller skating on alternate days with social dancing our program really got a boost.

We learned some things from observing the participation in the two activities. For one thing we found that boys and girls of junior high age would skate together as partners, in trios, in Conga lines, etc., much more quickly than they would dance together. We observed that boys developed equal skills in roller skating as the girls; whereas in social dancing many boys were not ready for the activity and reluctant to participate.

Our conclusion, of course, is that roller skating is a very fine co-recreational activity, if not the best. It is one which can be used by any school with a floor space large enough and with a desire to see boys and girls learn functional skills.

When we first considered introducing the activity in Barrington, we had to resolve several problems. What kind of skate could be purchased which would not damage our floor unduly? We found that with proper skates, the gym floor is not damaged any more than by other activities. Through investigation, we found that skates with rubber, wood, or plastic wheels are used and are acceptable.

The skate we purchased was a 45-degree clamp skate with special plastic "Duryte" wheels and recessed axle nut. We felt this last feature was especially important because it provided greater floor protection. This skate was recommended by a roller skate company as being good for gymnasium use.

Next we wondered if there might be extra-resistant gym finishes which would give our floor maximum protection? So we found that there was available a high abrasion index finish (one which has the ability to stand use and wear). The finish we use is about three times tougher than ordinary gym finishes. After a year's use with this finish we do not have a permanent scratch in the wood as a result of our program. We felt that our usual summer cleaning and refinishing will be adequate.

We found that there were many possible ways of handling the skates such as pupil ownership, renting skates, etc. We decided that inasmuch as the activity was experimental with us that we would like to be in a position to terminate it at any time. So school-owned skates appeared to be best for us, with our physical education instructors in complete charge.

Our Board of Education agreed to let us try the program on an experimental basis and approved the initial purchase of 60 pairs of skates—the cost to be shared equally by the Board of Education and by the junior high school magazine fund. We have purchased additional skates and now own a hundred pairs. We contemplate adding more soon.

Anyone familiar with roller skating knows that it is much more enjoyable with music. So this posed very little problem for us as we already owned an amplifier with attached turntable for playing records of all speeds. We purchased several skating records to use in addition to our popular dance records.

Skating records may be purchased from the same company where the skates are purchased and are really better for the program. They, of

course, have organ music and are conducive to slower and more rhythmic skating. As we add to our collection we buy only the 45 RPM's because of the non-breaking, longer lasting quality. We find now the skating companies are handling only the 45's.

When we first started, there were many who were unable to skate. Now almost all of our



Teachers Advise

youngsters possess a fair degree of skill. Most of them are learning to skate double, in trios, backward, in Conga lines, and in other dance steps. These skills are taught by the physical education instructors in regular gym classes. The seventh graders coming into our junior high must first learn to skate in the regular physical education class before they are eligible for the noon hour recreation period.

We no longer feel that roller skating is in the experimental stage in Barrington. It has proven values in our physical education program for learning physical coordination, grace, and poise. It ranks high as one of the best rhythmic activities.

The social values of such a program are good because it helps to overcome shyness and awkwardness characteristic of the junior high age youngster. To our physical education instructors, it was particularly gratifying to see youngsters who usually have little interest in physical education activities become enthusiastic about skating.

In summarizing our belief on the possibility of roller skating for physical education classes and community recreation programs, I would say that no longer should schools permit gymnasium floors to be sacred only to be used by the few for athletic contests. A school gymnasium is an expensive area to construct—let's get maximum use for the school and community—both boys and girls—for physical education, athletics, and recreation.

The Debater's Code

1. Use no evidence that cannot be verified.
2. Quote no testimony or expert opinion whose honesty or sincerity can be questioned.
3. Be courteous, polite, and respectful to op-

ponents.

4. Scorn appeals to prejudice.
5. Take no unfair advantage in order to win.
6. Quote no second hand opinions. Know your sources. Be able to give them.
7. Solicit no opinions to quote that are not open and free to opponents, i.e., keep private letters out of a debate.
8. Admit truth under all circumstances.
9. Cleave to reasonableness in all interpretations.
10. Submit all questions to opponents in writing.
11. Garble no quotations, or make no incom-

plete quotations to misrepresent meanings.

12. Be concerned about good sportsmanship in all situations. This implies: no whispering; write, if you must communicate with your partner.

(b) Never give appearance of making light of your opponents.

(c) Make no open contradictions: challenge statements by asking for the reference or printed authority.

(d) If you lose a decision, congratulate the winners sincerely.

(e) Accept congratulations with modesty and good will.—Speech Activities

A student speech contest offers many phases of educational training — organization, presiding, judging, reporting; in addition to contestant participation.

Public Relations via Speech Contest

SPEECH CONTESTS, of course, are not new in the educational scene. However, in many cases it seems, the administrator and the speech teacher have viewed the activity only from the benefits that may be gained by the students who participate. This writing concerns the suggestion that perhaps one might view the speech contest as a medium of public relations. In such a situation, one may begin by generalizing in the following manner:

1. A national interest in education seems evident among practically the entire populace;
2. Student participation in a speech contest is spurred by the monetary and recognition appeals which it offers;
3. Meaningful learning may come from the experiences of those students who do not participate directly in a contest;
4. The interdependence of groups and the various steps in their planning of programs are shown in the speech contests;
5. Communities may individualize the events, which are many in number;
6. Both sponsoring organization and the school benefit from the sponsoring of a speech contest;
7. Giving an organization an opportunity to sponsor a contest may result in an interested response;
8. Sponsorship of a speech contest is a relatively simple procedure for an organization;
9. The public relations of a school may be aided by such a sponsorship.

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What evidence may one offer to support the first observation: that there is a national interest in education? When one surveys the present American educational scene, he may paraphrase a well-known remark in this observation: Never have so many people written so many articles upon a single topic. Practically the entire populace appears to be approving education and the topic threatens to enter the field of politics. Although there is wide-spread agreement about the need of education, one notes that there are differences of opinion about the meaning of the term and the techniques by which it may be achieved.

Two of our mass media of communication, newspapers and magazines, give evidence of the concern for education. In the former, one finds feature stories about the topic; in the latter, articles about it.

Favorable reaction to their message, once it is transmitted to the public, is confidently expected by educators in many instances. This feeling is substantiated in the objective evidence compiled from public information programs. These programs have been instituted by educators and laymen who wish to further education.

Our problem, then, seems to center about this question: How may the public become involved in the work of the school? What courses are available to the professional educator who is sincerely trying to accomplish this task: to interest the public in the local situation? The national concern for education may not necessarily be transferred to the local scene, however unfortunate such a situation may be viewed by many people.

The public relations program of educational institutions obviously, is a broad topic and this writing will be limited to the consideration of the speech contest as a medium of public relations, in which an attempt will be made to support the generalizations which have been made in the opening paragraph of the article. We may explore public relations from two phases: philosophical and financial. After the description of the organization of a specific speech contest, it is hoped that we may come to a generalization.

Those readers who may be especially interested in the procedures of conducting a speech contest may find this article of help to them: Thomas L. Dahle, "A Community Sponsored Speech Contest," *The Speech Teacher* 4:110-112, March, 1955.

PHILOSOPHICALLY, DO YOU ACCEPT THE NEED OF PUBLIC RELATIONS?

For the educator to make a decision about the need of public relations seems basic to such a program. To phrase the question in a simplified form, one may ask: "Should I be concerned with public relations?" There is a corollary question which needs to be posed prior to arriving at an answer, it seems. This question is: "Today, how can the educator afford to disregard this phase?"

The tendency of people to react to verbal symbols without taking time to think is seen in the unfortunate connotation in many persons' minds of the term *public relations*. Upon hearing the term, immediately one visualizes the stereotypes who inhabited *The Hucksters*, a novel of 1946. If this behavior results and resentment to being classified with the advertising copy writers who are found on Park Avenue in New York is evident, the problem, obviously, will not be approached intellectually. Although the situation is difficult if the above elements are present, the problem becomes additionally dis-

proportionate in negative attributes if, to the connotation of the term *public relations*, one adds the pride of the educator who wishes professional stature.

Does the skillful use of the media of communication mean that one loses his professional stature? Is the adaptation of these media to interesting the public in education an unprofessional activity? Is it possible to adapt these media of communication to interest the public in education?

Proof that professional stature may be maintained and that the communication media may be adapted to interest the public in education is shown in the existence of many organizations. If the professional educator will survey the word *propaganda*, he may note these two characteristics: 1. It is not necessarily a synonym for the activity of informing; and 2. It is not necessarily evil.

WHAT FINANCIAL BENEFITS MAY ACCRUE?

If philosophical acceptance of the value of getting his local public interested in the functioning of the school characterizes the educator, he next faces the monetary phase of the problem, which might be suggested as a subdivision of the first phase of the problem.

Although the general reader may be aware of the need of the people of the worlds of radio and television to find a sponsor, he should be able to recognize that such an activity is not limited to the people of these worlds. The only limit upon the places where such action may be used to further education is the creativity of the educator, one may suggest. The speech contest, the writer advocates, certainly merits consideration.

An opportunity to participate in the school program in the role of sponsor may be presented to the local units of national organizations or to groups of people which are strictly local. And what possible benefit may the school derive from such activity? Public interest in its program may be gained.

The number of potential sponsors in your community equals the number of organizations in the locality; and this number is not confined to service clubs. Logically, one might consider those clubs whose members have special interests. In many cases, perhaps, yearly prizes in various fields of study are already being offered. But is it not possible that more of these groups would participate if the school were to proffer the opportunity?

WHAT ELEMENTS COMPRISE THE "HOW-TO-DO-IT" PHASE?

To illustrate such an opportunity, let us consider the case of the United Steelworkers of America. Local units of this organization were urged by their national headquarters to mark the birthday of one of the founders of the group, Philip Murray. The local union was given freedom to devise its individual celebration although possibilities for such activities were advanced by the national officers.

Members of local 1664 of Ely, Minnesota, thus shared this problem of celebration with their fellow members throughout the country. The president of the company, who was aware of the keen interest in education by the late Mr. Murray because of personal contact, suggested that a gift to some phase of education might be a worthy project. As he thought about the matter, he formulated a contest which later was approved by his fellow members. Thus the local union contributed the Philip Murray Speech Award Contest.

What was provided by the sponsors? By the time of the announcement of the winners of the contest at the presentation ceremony, the sponsors had given four possible titles for the extemporaneous speeches, had provided four awards, and had furnished district officials to officiate at the ceremony. All of the contestants proved to be members of the speech class of Ely Junior College although the union invited the entire student body to participate.

What did the school administration have to do in this contest? It organized the event and asked three people to serve as judges. To determine upon which of the two nights of the contest they appeared, the speakers drew for placement.

The scene of the awards ceremony and of the contest was an assembly room. By recording the speeches and the ceremony on tape, a record of the event was achieved. The school used these for instructional purposes. The union broadcast the tapes on its weekly radio program and gained material which sufficed for four weeks.

WHO BECAME INVOLVED AND WHO GAINED?

The public and the students have to be surveyed in answering the above question: who became involved and who gained? The term "a natural" seems descriptive of the contest because of the link between the late Mr. Murray

and the local president. Of course, primarily, the members of the sponsoring organization became involved in the program. To provide an activity was the only need of the school.

However, other members of the general public also became aware of the contest. With the growth of the mass media of communication, there seems a decline in the popularity of the word of mouth announcement. But this technique, it appears in many cases, is still valuable.

The newspaper and radio, the other media of contacting the public which were available, were used. The invitation to the public to attend the contest was stressed in all of these contacts.

The contest generated interest among the students and from this came student involvement. The presence of many of the contestants was due to the monetary appeal, obviously. But there was participation on the part of other members of the speech class. Those who chose not to enter the contest were afforded an opportunity to publicly display their skill in some phase of the program.

For example, a chairman had to be provided for both of the evenings of the contest as well as for the awards ceremony. During these times, two other class members were needed. One of them identified the time, place, and occasion of the tape recordings and the other was responsible for the taping of the program.

The artificiality of the educational situation, which seems a characteristic which is inherent or prevalent in the formal learning situation, was overcome by the contest. Local broadcast house WELY, which later was to broadcast the program, was important in the planning of the program. Conferences were arranged between the school administrators and the owner of the station and the program director.

Both the sponsor and the school gained from the contest, one needs to note. The sponsor, who is beset with the problem of finding interesting copy for his weekly radio program, gained in receiving taped recordings which were the bulk of his programs for four weeks. The concern of the organization for education, the writer suggests, aided the public relations of the group.

The school was helped because it was brought into direct contact with the public. This was comprised of two phases: those of the public who attended the contest and those who listened to the playing of the tapes on the radio programs. By this listening, each of the presen-

tations might be heard and the public then evaluate the worth of the course.

MAY A FINAL GENERALIZATION BE MADE?

The conclusion of this writing is simply a suggestion that the contest which has been described in detail may be adapted to a purely local situation. The only change to meet the needs of such a situation would be to change the title of the contest and the sponsor.

This writing has been designed to aid the school administrator and/or the speech teacher who may be considering the advisability of presenting a sponsored speech contest which will accomplish two purposes: 1. Provide an opportunity for students to participate in a speech contest in any of its myriad phases; and 2. Improve the public relations program of the school.

Surprising Mom and Dad

SISTER M. BONAVENTURE

McKENNA, O.S.B.

Mt. St. Scholastica College
Atchison, Kansas

Surprising Mom and Dad is written with a slant to the needs of young 4-H girls, but will also be found adapted for P.T.A. program, Home Economics classes in Junior High School, and in general wherever it is desired to present (and inculcate) lessons in home making; and as a very desirable side issue—affection and consideration for parents.

Properties: Card table, lunch cloth, 2 plates, 2 cups, 2 saucers, 4 glasses, 2 knives, 2 forks, 4 spoons, 2 bread and butter plates, others ad libitum.

Characters: Betty, Nell, and Carol.

Betty: Girls, Tuesday will be Mom's and Dad's wedding anniversary. Let's surprise them with something new.

Nell: Yes, let's. It's too late for us to make presents, and I spent all my money at the Carnival.

Carol: Spendthrift! (thinks deeply) I have it! What do you think of this plan? You know we've been making breakfasts for our 4-H project. What about a surprise breakfast?

Nell: That's the very thing! We'll tell them they mustn't come down to the dining room before we call them.

Betty: And no fair peeking, either.

Carol: I'll make the waffles—Betty, will you poach the eggs?

Betty: Sure, and fry some bacon—or would they rather have broiled steak?

Nell: Let's notice which they seem to like best, then have that for them.

Betty: And Nell, you "perk" the coffee. I know that if you take over it will be tops.

Carol: Dad is so "persnickety" about his coffee, it has to be just perfect.

Betty: Let's set the table here in this corner by the window (moves the table to place indicated). It's sunny here and they can watch the birds as they come to the bird bath.

Nell: You just ought to watch the robins and the wrens fight—the wrens beat, too!

Betty: Let's practice setting the table. Carol, will you bring the dishes from the cupboard? (Carol goes off-stage, returns with dishes on a tray)

Nell: I'll get the silver and glassware. (also gets tray)

Betty: Which lunch cloth shall we use?

Carol: Let's use the one Mother got for Christmas—you know she likes it so much. (gets cloth) Here it is—perfectly smooth (places it on the table) and the crease is right in the center!

Betty: And now the plates—one on each side. (arranges them)

Nell: Cups and saucers next? No, let's arrange the silver first.

Carol: That's better. Let's see (places silver as she speaks) Knife to the right—which side out, Betty?

Betty: Always put the sharp side toward the plate.

Carol: Silly of me—I should know that. Then the fork to the left—we'll need two spoons—right outside the knife,—right, Nell?

Nell: Right again. Say, the other day I saw a picture of a place setting with oodles of spoons and forks. How in the world do you know which one to use first?

Betty: Mom says that's easy—start on the outside and work in.

Carol: Nell, it's your turn now. You take over for the cups and glasses.

Nell: We'll leave the cups and glasses on the buffet, so I'll put them there right now (does so). Then the water glass belongs right in front of the knife (places glasses) and the milk glasses in front of the spoons—mustn't crowd them, though.

Carol: Bread and butter plates should be in front and just a trifle to the left of the forks (arranges them as she speaks).

Betty: Now for the napkins. Mom always says: "At the left of the fork, opening to the left, so they may be picked up easily." There—what do you think of that? (stands back to survey table)

Nell: Looks pretty good—but it should have a

center piece.

Carol: Something not too high, so Mom and Dad won't have to play peek-a-boo around it. I'll make it up tonight, and put it in a cool place, all ready for morning. Ssh—Mom's out in the hall—get these things away, or she'll be wondering what we are up to now. (they put things on trays and exit, on tiptoes).

Self government, self discipline, self preservation can be promoted; and will work satisfactorily and advantageously when proper procedure is followed.

Yes, It Can and Will Work

STUDENTS CAN GOVERN THEMSELVES satisfactorily. We have demonstrated it in our junior and senior high school. This is the third year of student-controlled study halls and corridors and it is more successful this year than ever. Ours is a Central School in a lake resort area. Much of the population is moderately prosperous rural. The 7-12 enrollment is about 400.

During a temporary scarcity of teachers, the idea of student monitoring was conceived. Certain groups were assigned to honor study halls, and they demonstrated that young people respect and need trust.

To start the system, a constitution was drawn up by a committee of students and teachers. It was submitted to the student body for their approval and suggestions. The original document has undergone many changes as the needs have arisen, and it is always subject to revision.

The legislative branch of this government is vested in the Student Council. They, with suggestions from students and teachers, make the regulations for the conduct of the study halls, corridors, etc. Periodically, an assembly, with Student Council in charge, is scheduled. The students and teachers are divided into "buzz" groups, each with a chairman or spokesman.

The complaint, question, or recommendation of the group is presented orally and in writing. It is discussed by the assembly and taken under consideration at future meetings of Student Council. The school P.T.A. conducts a meeting along the same lines sometime during the year. The parental attitude and opinion are helpful in the student government set-up.

Monitors for study halls and corridors are carefully selected by Student Council. They con-

MYRNA MARSTELLAR

Librarian

Bemus Point Central School

Bemus Point, New York

stitute the executive branch of this government and serve one period a day for an entire semester, if they prove satisfactory. They are provided with 5×8 form cards on which they note the name of the offender, date, time, and nature of offense. The card is used only after a warning to the offender. These cards are given immediately to the faculty adviser.

The Ethics Committee is the judicial branch of the school government and is composed of two elected members from each grade, 7-12. The Committee elects its own chairman, secretary, and messenger. It meets on Monday to consider the cases of the preceding week. The periods of meeting are staggered so that students will not miss the same class week after week.

Before the meeting, the offending students have been listed by the secretary and the list given to the messenger who has ascertained their location at the time of the meeting period and keeps them coming. This insures no loss of valuable time. The cards have been alphabetized so that the chairman may find one easily when a student is admitted to the hearing room.

The presiding officer states the case and asks the offender his opinion of his guilt or innocence. If the student admits guilt, a time in Detention is prescribed. If he pleads innocence, he states his reasons. If the members of the committee have questions, they are addressed to the chairman who relays them to the offender. A vote of "guilty" or "not guilty" is taken by ballot and on this voting rests the decision and penalty.

A two- or three-time offender is given a longer time in Detention. Very seldom is it necessary to refer a too-often offender to the school administration. The committee is able to evaluate the fitness of the monitors, and recommends a replacement to the Student Council, when necessary.

Visitors to our school are enthusiastic about the system and our students know this. They are proud of the community in which they spend most of their daytime hours.

CONSTITUTION FOR STUDENT GOVERNMENT STUDY HALLS

Preamble

We, the students of Bemus Point Central High School, in order to form a more perfect training experience; to establish justice by considering the rights of others to insure study tranquility; to avoid confusion and disturbance; to promote general welfare; to develop efficient habits in reference, study, and research; to gain the utmost profit from this, our school career, and thus secure the blessings of our classmates, our parents and our teachers, do ordain and establish this constitution for the Student Government Study Halls of Bemus Point Central High School.

ARTICLE I

Name

The name of this organization shall be the Student Government Study Hall System of Bemus Point Central High School.

ARTICLE II

Purpose

The purpose of this organization shall be to develop a spirit of self-direction and self-control among the students.

ARTICLE III

Admittance

Any student of Bemus Point Central High School, grades 7-12, is eligible for admittance to Student Government Study Halls.

ARTICLE IV

Rules

1. Students are tardy after the bell and are required to present a permit, signed by a teacher or high school principal, for admittance to Student Government Study Hall.
2. No student may excuse for an entire period any other student from Student Government Study Hall. Only a teacher permit is valid.
3. The first seven minutes of the period may be used for preparation, such as pencil sharpening, paper getting, permits, conversation. Students will remain quietly in seats for the balance of the period.
4. Only students registered in Student Government Study Hall will be admitted unless a properly signed permit is presented. Lunch periods 5 A, B, and C are exceptions when anyone intent on study may be admitted.
5. Desks are to be kept in their places and away from side heating equipment.
6. The use of dictionaries is permissible at all times.
7. Permits may be given to library only if library material is needed. Library will be quiet at all times.
8. Magazines, dictionaries, and reference books are

to be replaced and books charged before leaving the room. Unused paper is to be returned to shelf and waste paper put in basket before leaving the room.

9. Objectionable gum chewing will not be permitted.
10. Few locker permits will be issued.

ARTICLE V

Monitors

Section 1: Monitors shall be selected by the Student Council from the student body and the choice will be based on character, maturity, and dependability.

Section 2: The duties of the monitor shall be to bring the Study Hall to order, to take attendance, to issue short time permits, and to assume responsibility for its conduct and appearance. Monitors will be expected to refrain from unnecessary conversation with students, speak privately to offending students, and to conduct themselves in a dignified manner.

ARTICLE VI

Offenses

Offending students will receive one warning. The second offense shall constitute reference to the Ethics Committee.

ARTICLE VII

Advisers

The advisers shall be appointed by the principal of the high school, assisted by a faculty committee.

ARTICLE VIII

Amendments

The constitution may be amended by a 2/3 vote of Student Council.

Science Fair Exhibit

EMILY K. JONES

Coraopolis Junior High School
Coraopolis, Pennsylvania

A science fair exhibit creates interest and promotes many educational activities. Each individual student has an opportunity to participate—to exhibit some of his achievements, regardless of their value.



Bulletin Board Exhibit

The project pictured here shows a bulletin board exhibit, one of the many phases of the fair held by ninth grade students. Students worked individually and in groups on the various activities involved in preparing scientific projects; getting them ready for exhibition, and the many other activities. See article in April, 1956, issue of SCHOOL ACTIVITIES MAGAZINE.

A pledge of citizenship and a school code are written and adopted by pupils in cooperation with their teachers and parents to promote good citizenship.

Pupils Take Their School Code Seriously

THE SIREN, publication of the Elementary School, Grants, New Mexico, has this for its motto: "A paper that helps make a good school better." The boys and girls on the staff work constantly on projects to make a better school. And there's evidence that they are making their influence count.

Last year the editors and adviser decided to emphasize good school citizenship, and their efforts led to the writing and putting into effect a School Code. Here's how it came about.

In September the staff, with the cooperation of the faculty, got all home rooms to select a boy and a girl for recognition as "Good Citizens of the Month." Names of those chosen as good citizens were published in each monthly issue of the paper during the year.

The idea proved popular, and home rooms began studying the qualities of good school citizens and writing papers on the topic. A number of the papers written by pupils in the different grades were published. Ideas on good citizenship, especially citizenship in school, mushroomed from month to month. Finally the idea emerged that the best qualities of good citizenship be incorporated into "A Code for the Good Citizen of Grants Elementary School."

The Code was written by a pupil-faculty committee, discussed in home rooms, revised, and then adopted by the entire school. It was published in *The Siren's* March edition along with an account of how it was written, explanation of some of the ideas it contained, and how pupils could use it to make a better school. Each pupil received a copy of the paper to take home, and the Code as well as the other material on citizenship received many favorable comments. Following is the text of the Code as it was published in the paper:

THE CODE OF THE GOOD CITIZEN OF GRANTS ELEMENTARY SCHOOL

As a good citizen of Grants Elementary School, I agree to:

Be responsible for my own actions.
Do my best at all times.
Listen courteously and learn all I can.
Keep my mind and body healthy and clean.
Be prompt and use my time wisely.
Be trustworthy in little things as well as big things.
Play fairly and honestly and with good sportsmanship.

CURN C. HARVEY Grants Public Schools Grants, New Mexico

Respect my parents, my teachers, and others worthy of respect.

Be cheerful and help others to be happy.

Treat others as I would like to be treated.

Obey the rules of my home, my school, my town, and my country.

Take good care of the property of others as well as my own.

Settle differences peacefully by talking them over.

Remember to be forgiving and that I may not always be right.

Develop good study habits.

Follow my religion faithfully and respect beliefs of others.

Realize that chaperonage is necessary at parties and many other activities.

Be satisfied with the allowance my parents think best for me and try never to be extravagant.

Try to form habits which are not injurious to my health and character.

Put my best efforts into developing my skills and hobbies.

Do my best to exercise self-control and never lower my character by using profane language.

Try to make friends with all my schoolmates and not just a few boys and girls.

Talk my problems over with my parents and teachers and consider them as a source of knowledge and experience.

Expect to have duties and responsibilities both at home and at school and be able to accept these as well as emergencies without shirking or complaining.

Remember to ask my parents before going away from home and to let them know where I am at all times.

Practice safety in all things at all times both for my own protection and the protection of others.

Do all the things I know a good citizen should do every day so that I may become a finer and better person.

In accepting this Code, I realize that right conduct is necessary, that I must learn to get along with others, and that for every freedom I enjoy in our democracy there are corresponding duties and responsibilities to uphold.

I agree to do my best to live up to the rules, responsibilities, and goals for conduct in our school Code, and to study it and try to improve it. I believe it lists qualities I should have to be a worthy citizen of my school and town as well as of the United States of America.

NAME: _____

(Signature of Pupil)

Several pupils reported that their parents read the Code, discussed it with them, and agreed that the things it contained were important in being a good citizen.

Pupils who worked on the paper and teachers alike were anxious to put the Code into effect in a way which would cause everyone to take it seriously. It was agreed the biggest obstacle to good school citizenship was lack of unity in the student body and the inability of many boys

and girls to get along with others.

Grants is a uranium boom town and many people are moving in all the time. Before the influx of people from almost every state due to the uranium industry, the people represented a blend of three cultures—Spanish, Anglo-American, and Indian.

It was decided that the paper would publish something each month as a follow-up on the Code, and that the first thing home rooms should work on was the problem of teaching pupils to make friends and get along with others. A faculty committee, after considerable discussion with pupils, developed a unit which teachers could adapt to use in their home rooms on "Making Friends and Getting Along with Others." The outline of this unit was published in the April number of the paper.

A Score Sheet on the "Qualities of a Good Citizen" was developed and published in the May number of the paper. This Score Sheet was filled out by most home rooms. One class developed a "Pledge of Citizenship" which it suggested for use along with the Code.

The text of the unit on "Making Friends and Getting Along with Others" and the "Pledge of Citizenship" are given below as they were published in the April edition of the school paper.

PLEDGE OF CITIZENSHIP

This is to certify that I, _____
do solemnly promise to try my very best to live up to the code of the Good Citizen of Grants Grade School.

Grade _____ Teacher _____

UNIT ON MAKING FRIENDS AND GETTING ALONG WITH OTHERS

A. IDEAS TO THINK ABOUT

We must have friends to be happy.

Success in anything we do depends upon getting along with others.

The road to success is the road of self control.

We can all help make others happy by controlling our selfishness, hate, jealousy, anger, and fear.

The Golden Rule is a good guide to making friends and getting along with others.

The things contained in our Code of the Good Citizen are all important in getting along with others.

B. MAKING AND KEEPING FRIENDS

The part friends play in our lives:

Companionship.

Share our happiness.

Increase contacts, interests.

Help in time of need.

C. HOW TO BE A FRIEND

Sincerity first.

Be trustworthy.

Be a good sport.

The Golden Rule.

D. DIFFERENT KINDS OF FRIENDS

Family friends.

School friends.

Mutual interest friends.

People who work for my safety as friends.

E. THINGS TO DO

Write a story on friendship.

Hold a discussion on why we should have many different kinds of friends.

Write a description of your best friend.

Make a list of the qualities you want in your friends.

Make a score card for judging a friend: each pupil judge himself and two others.

Discuss the value of friends in making a success of anything we do.

Make a list of the traits of outstanding persons studied in history.

List qualities you have which hinder you in making friends.

Discuss books or stories which will teach you more about friends.

F. STUDYING SOCIAL CUSTOMS

Find cartoons showing the way people act.

Discuss why we need to act in a courteous manner.

Study the rules, forms, and other topics related to introductions.

Let pupils demonstrate good and poor introductions.

Study etiquette problems in everyday activities—at the show, the church, home, dance, restaurant, soda fountain, telephone, school class, as a guest away from home, traveling, etc.

Practice "This is the way to do it."

Make up a sociodrama on some of the problems boys and girls in the class have faced in their relations with others.

Let pupils pantomime typical social situations they know about from experiences they have had.

G. MAKING MYSELF AN INTERESTING PERSON

Discuss interesting people you know, what makes them interesting, what they do with their spare time, etc.

Have reports on value of hobbies, interesting hobbies of people, etc.

Let pupils demonstrate some of their hobbies.

Set up a room hobby

show and invite pupils from other rooms.

H. HOW CAN I BECOME SELF-RELIANT AND SELF-DEPENDENT?

Using money wisely.

Living up to home and school responsibilities.

Solving my problems when I can and not complaining.

Trying to feel at ease and comfortable with others.

I. ENTERTAINING FRIENDS

Discuss the various problems which come up when you plan to entertain your friends.

How can you plan your entertainment at little or no cost?

Make a plan for entertaining a few friends on Saturday afternoon.

J. HOW TO HOLD A CLASS PARTY

Discuss the problems likely to arise in planning the party.

What committees would be needed?

Why is careful planning important?

How can we make everyone at the party feel at home?

Review introductions and plans for entertainment.

Discuss how to plan the party so everyone will have something to do.

K. GETTING ALONG WITH THE FAMILY

Discuss problems facing families and children we can solve.

How can boys and girls help to make home life happier?

Let pupils write papers on duties and responsibilities at home.

Discuss how boys and girls can make their friends welcome at their homes.

Plan a recreational period for your family and show what part you would have in making it successful.

What can the family do when all members of it get together to celebrate special occasions?

L. TRAITS WHICH HELP US IN GETTING ALONG WITH OTHERS

Self-control.

Attractive appearance and manner.

Sincerity.

Cheerfulness.

Sportsmanship and fair play.

Kindliness, cooperation, sympathy.

Generosity.

Loyalty, Modesty, Tact.

Trustworthiness.

Comfortable and at ease with others.

Interested in others.

Remembers names.

Has sense of humor.

Is a good listener and not too talkative.

Enjoys working with others.

Considers feelings of others.

Careful of speech.

M. THINGS TO REMEMBER

Self-control learned early in life stays with us.

I should be able to learn and profit from my mistakes as well as my successes.

To have friends you must be one.

More people fail because they cannot get along

with others than for any other reason.

A chain is as strong as its weakest link. Some "links" in the chain of your character are: Truthfulness, courtesy, trustworthiness, self-control, courage, and industry.

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At the beginning of the current school year, *The Siren* renewed the campaign to promote good citizenship among pupils. The first activity was to publish a special "Good Citizenship Edition" of the paper. The Code was again published together with eight pages of other material on citizenship. This year the paper is focusing attention on such important aspects of citizenship as the practice of safety, learning about conservation, helping to make the community as well as the school better and more beautiful, knowing and making the most of school, etc.

The staff plans to try to get the Mayor to set aside by proclamation one month during the year as "Good Citizenship Month" in Grants. It is also planned to publish special editions of the paper on safety, wise use of money, and, if time permits, a "Know Your State" number. Last year the special safety edition of *The Siren* which was published and "Valentine Safety Day" which the staff originated and promoted in this school, received national recognition.

The school Code has become the heart of good citizenship at Grants Grade School. And there's evidence that pupils are measuring up to the standards of conduct which the Code sets for them.

School spirit, student morale, excellent student-teacher-community relations are intensified through organizations, athletics, music, drama, and others.

What About Our Pep Clubs?

MUCH HAS BEEN WRITTEN recently concerning secret societies and their place in the high school. Usually when one refers to secret societies, the thought of sororities and fraternities enters the picture. However, if a thorough inventory of our high school clubs were taken, I wonder how many come rather close to fitting this category.

It was stated by Kilzer, Stephenson, and Nordberg that perhaps the three most important characteristics of secret societies are their (1) exclusiveness; (2) secretiveness; and (3) freedom from effective administrative control.¹

Lawrence E. Vredevoe said, in his analysis of the characteristics of secret societies in high schools, that they give a person a chance to gain recognition by:

1. Restricted membership

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2. Closed meetings
3. Pins, sweaters, insignia
4. Social functions
5. Support given individual members for school offices
6. Initiations²

With these aforementioned traits in mind, let us take a look at our high school pep clubs. Consider, first, the characteristic of secretiveness.

Secretiveness. A few years past, the first meeting of the club in the fall, in many schools, usually dealt with the business of voting in a few more members to replace those who had graduated. There was a limit, not based on

interest or school enrollment, but on the traditional number of memberships allowed. This selection was often made on the basis of cliques or economic and social status.

Exclusiveness. After becoming a member, the acquisition of a sweater or uniform was of paramount importance. This was so that the public would have little difficulty in associating the individual with the group.

Meetings were scheduled for a certain time after classes, and were open to members, only. Attendance was required, unless in case of sickness. In this way, the club showed that it had priority over participation in other activities.

Several social functions were usually held throughout the year. In most cases, these were restricted to elected members. Many times these parties were not held at the school, but at a hotel or recreational hall.

A definite degree of support for a member was noticeable in respect to the election of school officers. This support was based on the fact that the person belonged to their group, rather than on the individual's standards and qualifications.

Administrative control. There was one point of defense for these organizations: There had to be a teacher sponsor in order that they might function as a part of the school.

However, in the last few years, since the public has been made more conscious of the disadvantages of secret societies in the high schools, many of our pep clubs have undergone a great change. This has provided a more democratic attitude in the schools.

Many administrators realize that the pep club, as a school activity, should include all pupils who wish to join. The pep club serves as an expression of school spirit and enthusiasm. Consequently, all individuals who have this interest should have an equal part in this cheering section.

This group also serves as a splendid agency for public relations in the community, between schools, and in other communities. Rivalry during an athletic event is fine, but it should not develop into personal prejudices. The attitude of these individuals, as displayed toward another school, can promote either discord or harmony.

This democratic idea of membership does away with the feeling of selectiveness and exclusiveness. Many schools are even discarding the uniform, except for the cheer leaders. Social

functions are open to all pupils, including those from visiting schools.

In a small survey, done recently, it was discovered that teachers from twelve states signified that their schools have open pep-club membership for the pupils. Teachers from three states reported that their schools had no formal organization, as such. The student body, as a whole, furnished the cheering section for athletic events. This may become a popular trend, as our schools become more democratic in practice. How much greater is the feeling of school unity through an organization of this type!

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2. Vredevoe, Lawrence E., "Dealing with School Fraternities and Sororities," *Bulletin of the National Association of Secondary-School Principals*, 32:13-14, March, 1948.

Say It With a Story

ERWIN F. KARNER

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Are people who come to school to speak or to put on a program interested in whether or not the school newspaper covers their appearance?

At one time the writer thought that they would not be very interested. After all, our school newspaper circulated only on campus (except for some exchange copies) and had a circulation of a mere 800 copies. These individuals have had stories written about them in large metropolitan newspapers and my own was far from being that.

Yet, one time I covered such a speech, and my viewpoint was changed entirely.

A teacher in our dramatics department had called on a fellow to speak to the dramatics club. He had a fascinating background, and from the school paper's point of view, there certainly was a good story here. But I didn't think that he would much care whether his story made the paper or not.

The man had had quite a career in radio broadcasting work in Europe and America (including several "firsts"), was a constant lecturer in at least one of our large universities, and was employed in a high-salaried executive position with one of the large book companies. He was to speak on a subject on which he had done research for an advanced degree at a European university.

The dramatics teacher who was responsible for bringing him in to lecture requested that I be present to cover his talk for the school newspaper. I would have been less surprised if she had taken the same pains to secure a reporter from the town's newspaper, for I am sure that the man's appearance would have interested the paper and would have been good publicity for the school.

This was not done, however. I was the only reporter present.

I listened to the talk with some interest, because the subject of his speech was along the lines of my interest in my studies. But my notes were very scratchy. I did not need detailed notes to write my story. Furthermore, I had to do the story the same night to meet the deadline for our school paper, and all that he said would be fresh in my mind as I wrote.

After the session was over and everyone was about to leave, he called me over and requested to see my notes. The notes proved to be an immense disappointment to him, and I was sure that he felt that I was totally incompetent. He was not happy when he left, but he did ask me to send him a few copies of the issue in which the story appeared.

The feature story was written and appeared in the school paper. After seeing the story the dramatics teacher seemed mildly surprised and

complimented me on it. She dispatched the copies which he requested to him.

I thought that this would end the matter, and I forgot about it in a few days. However, one morning about a week later, I met the teacher, and she told me that he had been delighted with the story and had requested additional copies!

What all the motives of his interest were, I shall never be sure. I cannot help but feel, however, that talking to a group such as this was a new experience for him, and that he wanted to be certain that his appearance had been appreciated by the school and students. I hoped that my story made him happy.

This story has a point for the staffs of school newspapers. Even if your school and newspaper are not large, people who appear at the school yearn to know whether or not they are really wanted and whether or not they are really appreciated by the faculty and students. A story in the school paper is a way of showing them.

School newspaper staffs should be on the lookout for people like this who appear at the school—often without much notice or fanfare. They will appreciate having their appearance covered and will be very cooperative in giving an interview and talking with members of the staff. Human personalities like this attention!

From the school paper's point of view, the interview will not only be pleasant, but will more than likely yield a fascinating story.

Audience interest is higher; viewpoints are more revealing; time is more efficiently used; preliminary preparation is stressed — through practical plan.

The Press Conference Technique With Resource Visitors

THE RECENTLY ESTABLISHED CUSTOM of broadcasting or telecasting the press conferences of the President and other leading public figures has made the technique of the press interview a widely familiar one. This procedure, or some variation of it, on such network programs as "Press Conference," "Meet the Press," "Face the Nation," and "The Leading Question" has become an especially popular and effective type of presentation.

Experiments with such a procedure in various school situations have succeeded astonishingly well, and it has been found to be particularly effective as a pattern for utilizing resource visitors

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in the classroom. Its advantages are obvious. The older procedure of inviting outside persons to *speak* to the class has long since been supplemented by some kind of question-and-answer period.

The new procedure of the press conference simply puts the total emphasis upon questions and virtually eliminates formal speech-making except for a few introductory remarks. A selected panel may do the questioning, or it may be set up

as a class-wide exercise in which all members are invited to ask questions. A chairman or moderator typically introduces the guests and regulates the questioning.

The specific advantages of this technique are these: (1) Audience interest is kept consistently high because of the interplay of questions by several participants. (2) The viewpoints and information given by the interviewee are usually more direct and revealing than otherwise. (This is clearly demonstrated by the repeated "scoops" made by such programs as "Meet the Press.") (3) Time-killing irrelevancies are usually avoided because each questioning participant wants to make the most of his brief time. (4) Questioners are motivated to make preliminary preparation in searching out the pertinent issues and points of information. (5) The chairman can steer or control the direction of the interview by time-keeping and other regulatory rules agreed upon beforehand.

What are some of the types of resource visitors with whom this type of procedure may be effectively employed? It is, of course, especially well suited to the specialist or community leader such as the city manager, recreation director, newspaper editor, law enforcement officer, theatre manager, health official, scientific worker, and the like. The mention of such specific resource persons suggests immediately the inescapable need for preliminary planning and preparation on the part of the class.

Since the basic function of the resource visitor is to contribute to the solution of problems, it is apparent that a given class will, of necessity, give much thought to a determination of just what contribution is expected, i.e., what are the needed answers that a particular specialist can give? Above all, it insures that these particular answers will be sought directly and specifically.

Industrialists, business people, and a wide variety of workers can be utilized effectively in this way. Old settlers, celebrities, people from other lands, and those with unique abilities or experiences may be interviewed interestingly by this technique. The secret of its unfailing interest lies in the informality and variety which are virtually always characteristic of such an interview. In the past it has been a typical experience in schools that many resource visitors fail to come up to expectations and to interest young people.

This is usually because they have been formally invited to speak to a group and have consequently prepared a formal, and sometimes highly academic, discourse in advance. When they are invited simply to answer questions the situation itself precludes a stodgy and uninteresting talk and promises, by its very nature, a highlighting of those aspects in which young people are especially interested.

A few important considerations should be kept in mind in preparing for such an interview.

(1) A number of key questions probably should be reviewed beforehand in order to insure that the important points are stressed. (2) Questions should always be framed so that they may be answered in a brief or reasonable length of time. (3) Follow-up questions of a spontaneous nature should be encouraged. (4) The time period should not be too long. It is always best to limit the time and thus avoid the possible anticlimax of trivialities and declining interest.

As a participative experience this procedure makes use of the best learning principles and has, additionally, the interest quality of conversational directness and informality. It is undoubtedly the best group procedure yet devised for "picking the brain" of a resource person.

What You Need

NEED TO RAISE MONEY?

If you are looking for help or new ideas on how to raise money for your school programs, our free booklet, "Successful Financial Plans For Schools," may be a help to you. Outlined are many successful ideas used by school officials all over the country. Some are new approaches, some time-tested plans that have eased the financial burden on depleted athletic association treasuries. You may have a free copy by sending a request to our nearest store.—The Coach, Lowe and Campbell Athletic Goods

3-DIMENSION PICTURES

Travel, adventure, sports, fairy tales are available in color. A 3-Dimension picture is a re-creation of the scene as your own eyes would see it. Sawyer's Inc., P. O. Box 490, Portland, Oregon, are manufacturers of "View-Master" stereoscopic products. A large list of reels and packets, some having story folders, is available; as well as a complete stereo system, including camera and projector. Write for further interesting information.

ASSEMBLY PROGRAMS

for February

An assembly schedule should be made by the central committee. In order that responsibility for certain dates be definitely charged and adequate time be allowed for preparation, an assignment for assembly programs should be made in advance. This schedule is posted on the bulletin boards and published in the newspaper.

Reservations may be made for special days and anniversaries, and an occasional open date should be scheduled to provide for postponed programs. There should be few of these, but it often happens that fine material is then and only then available, thus causing the postponements of the previously scheduled student program.

Assembly programs should be closely supervised by competent teachers and committees. The proper utilization of the assembly period is a task that requires a great deal of specialized artistic and practical knowledge and skill, and close competent supervision is essential in the interest of more appropriate material, better settings, and improved performances.

Outside performers usually represent high attainment and ability and may be utilized if they fit into the purpose and spirit of the schedule; that is, if they are interesting, educational, and inspiring and do not reflect materials and standards which the students themselves can duplicate.

The usual moralizing address by the typical outsider does not qualify under these criteria. One weakness of "chain" programs, usually purchased in a series of from four to eight numbers, is the possibility that they will not be timely; for example, Swiss Bell Ringers at Thanksgiving or a Pottery-Making Demonstration at Easter would hardly be appropriate.

Suitable programs should be exchanged with other schools. Increasingly, schools which are not too far apart are exchanging assembly programs. Unless overdone, this is a very desirable policy and practice. Obviously such an exchange motivates the groups responsible, stimulates to better programs in both schools, and improves interschool relations. This last value is very important where bitter interscholastic rivalries have handicapped or destroyed interschool and inter-community friendships.

THE STORY OF AMERICA

English, Art, and Music Departments

The assembly should not only emphasize the

current affairs and problems, but it should also give emphasis to historical and patriotic themes. February, known as the month of great men, is an appropriate time to hold such a program to develop greater appreciation of America, our American heritage, and ideals.

An assembly entitled "The Song of America," was presented in a high school in an eastern state, during the month of February. The description which follows was written by a student.

An outstanding example of the cooperation not only between teachers and students but also among English, art and music departments was shown through the presentation of an assembly program entitled "The Story of America." The program was developed through the Communication Arts Committee, a teacher-student organization that coordinates work through the five communication skills in the English and other departments.

Produced near the birthdays of two great Presidents, Washington and Lincoln, this program comprised the showing of slides on American literature, art, music, and history, accompanied by narratives. The slides included famous paintings, historical scenes, illustrations from literature, and views of typical American life from Columbus' discovery of America to the beginning of the Civil War.

First, the slides were chosen from the Metropolitan Museum of New York and from the visual aids collection of our school district. A committee of students and the art teacher made the selections.

Then the art teacher and a number of students from the English department collaborated in writing a script to accompany the slides.

The music teacher planned a series of songs to fit in with certain settings. Some of these were "Swing Low, Sweet Chariot," accompanying a scene of southern life; and "Oh, Suzanna," symbolizing the gold rush, original music for the song "On the O-hi-o" was written by a music student to accompany the words which were found in a book and for which music could not be secured.

When the program was given, students were responsible for the lighting and showing of slides. A narrator, chosen from the English classes, read the script from the place on the stage, while the slides were flashed on the screen so that the two were co-incident. On the proper

READ! *Believe!* **THINK!** *Evaluate!* **STUDY!**
EXAMINE! *Utilize!* **TEST!**
INVESTIGATE! **ACT!** **ASSIMILATE!**
APPLY! **USE!** **Patronize!**
SCRUTINIZE! **TRY!** **ACT!** **BUY!**
DELIBERATE! **BUY!** **BENEFIT!** **ORDER!**
Be Glad! **REJOICE!** **Thrill!**

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cues, the soloists came out on the stage, a light shone on them, and they sang their songs. The light then went off, and the narration continued.

The program concluded with a slide of President Abraham Lincoln. During the showing of this slide, the entire glee club sang Fred Waring's inspiring arrangement of the "Battle Hymn of the Republic," accompanied by a fanfare of trumpets.

The above is an illustration of the idea which we have found successful of combining visual aids and original work of students to produce unique assembly programs.

HONOR SOCIETY PROGRAM National Honor Society

Honor societies exist in a great number of secondary schools. It is the custom in most of these schools to present at least one program in assembly each year to induct the new members, to interpret the work of the organization, or to stimulate students to work toward higher standards of scholarship, leadership, service, and character. Near the end of the first semester seems an appropriate time for an honor society assembly program.

One high school holds an assembly twice a year for the induction of new members into the National Honor Society. This is as dignified and formal as possible in order to impress students with the honor attached to being elected a member of the Society. Prior to the ceremony, names of new members are never disclosed. Ten members of the senior class were admitted in November. They represented the second five-per cent of the graduating class to be voted into membership.

As the program opened, the auditorium was in complete darkness, with the exception of a spotlight which was played on the American Flag placed at one side of the stage. The president led the student body in singing "The Star Spangled Banner."

As the curtain parted, the present members, elected last March, were seated on the stage in a semicircle, making a dignified appearance in the black academic gowns which they donned for the ceremony.

The stage was dimly lighted with colored lights. In the center was a rectangular oak table upon which rested an elaborate floral piece of white mums and scarlet carnations, flanked by silver candlesticks with red candles. Soft organ music was played throughout the entire program.

Two members, a boy and a girl, stood at the center of the table and read the names of all students who were to receive certificates for having maintained an honor average during the entire semester. A small table microphone was

used and was concealed from the audience by the floral piece.

Following this, another member presented Honor Roll plaques to representatives of the two home rooms having the greatest percentage of students on the Honor Roll during the previous marking period.

An impressive part of the ceremony was defining the four characteristics of the Society—Scholarship, Leadership, Service, and Character. This was done by two boys and two girls, each representing one characteristic. As each speaker arose, he or she lighted one of the four candles flanking the centerpiece.

This was followed by the tapping of new members which was the climax of the program. As the name of each new member was called, he was escorted to the stage by a present member. A spotlight was played on both as they approached the stage.

The inductee was congratulated by the president, signed the official register, received his pin, and was seated on the stage. Prior to the tapping proceedings, the students on the stage had arisen and stood behind the chairs which were to be occupied by the newly-elected members. The oath of allegiance was administered by the president, and immediately thereafter the Alma Mater was sung by the Choir, which was backstage.

"LET THE JURY DECIDE"

Department of Industrial Arts

In every school, the Industrial Arts Department helps in the construction of articles needed and required by the other departments. It also serves individual students in helping them to make bits of furniture, bird houses, lawn furniture, and the like for their own personal use. Whatever its present project, one is certain that it is some service for someone outside its own walls. So this department deserves public appraisal and publicity.

One school used the judge-and-jury type program to judge the worth of such a department in their already over-crowded building. The Judge, who actually was a sort of discussion leader, was prepared but the jury was selected from the student body at the opening of the assembly.

The Industrial Arts Instructor was on the witness stand, and as he began his narration of what his boys were doing, the dialogue was taken over by first one and then another of the students enrolled for Industrial Arts, and each presented some project in which he had a part. At the close of the program the jury returned a favorable verdict amidst the cheers of the student body.

Outline of program:

Presentation of the flag — Department Leaders
Judge asks for the picking of the jury.

Student Body President picks at random from the audience 12 jurors and an alternate.

Instructor summoned to the witness stand, questioning begun by the "lawyer," member of the student council.

Interruptions:

We made the framework for the backdrop for the Drama Club play in January. In April we built the elevator used by the Seniors in their play.

Wait a minute, long before the holidays we had made map racks for the Social Science Department.

Make-up table for the Drama group.

Picture frames for the Art Department.

(Many more examples)

Hobbies presented:

Leather tooling

Copper work

Woodwork

(Here again many other examples)

Decision of the Jury.

A SCHOOL NEWSPAPER ASSEMBLY Journalism Club

School journalism is becoming more and more important as one of the basic school activities. It is customary in some schools to hold an assembly featuring school journalism and its contributions to school life. A program of this nature should be presented early in the school year.

The Journalism Club in one high school in Florida presented a program entitled "Behind the Scenes With Our Editors." The program is presented in the following outline:

News Broadcast—Loudspeaker outside curtain is used. News is presented in radio style and related to activities and work of the school.

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Scene I—School newspaper staff at work.

Editors at their desks writing and making up paper. (Signs on each desk) Business Manager working on books.

Advertising Manager comes in with copy for the week's ads—discusses with the Business Manager the problem of recording new ads that will illustrate system of records used in keeping up with ads.

Reporters come in with copy for news, features, sports articles, etc.—conversations indicate duties of editors—copyreading, seeing that the articles get in, making assignments, etc.

Typists finish last articles and return them to editors for copyreading.

Scene II—Paper being distributed to subscribers.

This scene is the office of the paper with circulation assistants folding papers and getting lists so that it can be distributed.

Circulation Manager gives out lists and collects money.

Business Manager records transactions.

Conclusion—Announcement of opening of subscription drive for the year. Circulation assistants go out in audience to take subscriptions. (Of course this last action would be varied with schools where the newspaper is furnished to all students, financed by the Board of Education, activity tickets, or in some other manner.)

* * *

The following is another description of "A School Newspaper Assembly," developed by a high school in the state of Ohio.

The entire staff took part, giving every detail from the gathering of news to the distribution of the paper to the students in every home room.

The Editor gave a résumé of his various duties and acted as chairman of the assembly. He in turn called on the Associate Editor who explained the duties of his particular job. The Business Manager then explained his duties and, since the paper is published by a commercial printer, he gave a detailed account of the print-

ing, from the linotyping and typesetting to the folding of the finished paper.

The Circulation Manager described the distribution of the paper within and without the school, elaborating on the ways in which the various home rooms helped to increase the circulation.

The Sports Editor and his assistants described how they covered the various contests in which the school participated. Very humorous incidents were related which helped to liven up the program.

The Feature Editor then discussed how material for feature articles is discovered, what a feature story really is, and how to write one in an interesting manner.

The Staff Photographer told his troubles as well as pleasures in securing pictures for the paper. He also discussed pictures which do not materially help the newspaper.

The Cartoonist gave a talk on newspaper cartooning with illustrations, describing how he made cartoons of some news value.

Various reporters made a few short remarks of peculiar assignments they had drawn and how they secured the various stories and desired information in each case. Even the stenographers gave a demonstration of how the news was made ready before it went to the press.

Among The Books

EXTRACLASS ACTIVITIES IN AVIATION, PHOTOGRAPHY, AND RADIO FOR SECONDARY SCHOOL PUPILS. By Willis C. Brown, Specialist, Secondary Education Section, U. S. Department of Health, Education, and Welfare. Order from Superintendent of Documents, U. S. Government Printing Office, Washington 5, D. C. Price 25 cents.

"Extraclass Activities in Aviation, Photography, and Radio for Secondary School Pupils," is a very excellent treatise on the subjects that are included in the 48-page booklet. It contains Introduction and Some School Implications of Technical Change—as well as articles on the three divisions of extraclass activities; also Summary of Extraclass Values to Pupils, School, and Community; and Selected Bibliography.

Books and articles on the various subjects and general references are included in the bibliography. Selected pictures are used in connection with the articles. The subjects covered are extremely important and are very popular among clubs and extra and class activities in our schools at the present time and possess great potentialities.

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8th grade—"You Are A Teen-ager"

9th grade—"Beginning High School"

G. A. Eichler

Albert M. Lerch

The Continental Press, Inc.

Elizabethtown, Pennsylvania

News Notes and Comments

Publish Study Guide

A booklet, "My Guide to Better Studying" recently reached the editor's desk. It was written by G. A. Eichler and Albert M. Lerch, educators in the Public Schools of Northampton, Pennsylvania. They are also authors of a series of guidance books. Mr. Lerch has contributed many excellent articles to SCHOOL ACTIVITIES MAGAZINE.

This latest contribution to students is quite suggestive, practical, and usable. It is well illustrated with pictures and cartoons. It is published by The Continental Press, Inc., Elizabethtown, Pennsylvania. The cost is 12¢ per copy in lots of 100 or more.

Reprints Available to Schools

Reprints of specially selected articles from the Saturday Evening Post and affiliated magazines are being offered free to schools again this year by the Curtis Publishing Co. Sample copies of each new reprint will be mailed to principals with the suggestion that, if the material is useful, the copies be routed to appropriate teachers or department heads who may order reasonable classroom quantities.

A recent reprint, "Athens," is a colorful display of both the ancient and modern society and should be effective in illustrating an important part of history for young readers. Another reprint offered is "I Drive the Turnpike . . . And Survive." It presents tips for driving on super-highways.—Illinois Education

Community Music

"Organizing a Community Band," a booklet recently issued by the American Music Conference, is a step by step procedural outline for organizing, from scratch, a band composed of community members, for community entertainment.

High school music programs, plus amateur adult musicians, often provide a wealth of talent in even small communities, says the AMC. Two purposes are served by it: recreation for participants, and entertainment for the locality.

Details are given in the book for meetings; obtaining instruments, rehearsal facilities, and a director; for finances and library needs; and lists are given of music companies, uniform companies, and helpful literature.

The booklet is available by request to the American Music Conference, 332 South Michigan Blvd., Chicago 4, Ill.—School and Community

Weaving Is Excellent Activity

The regular weaving project gives children practice in following directions. They will also acquire skill in making attractive color combinations of yarn. As long as the basic rectangular pattern is followed, the bags may be widely varied as to size and shape. The same idea can be used to make cases for pencils and glasses and by using rug yarn, with a braided handle added, shopping bags can be made.—Dinny Doherty; The Grade Teacher

Winter

The class in school had been required to write a composition on "Winter." The following was turned in by the lad who usually stood at the foot of his class:

Winter is the coldest season in the year because it comes in winter mostly. In some countries winter comes in summer, and then it is very pleasant. I wish winter would come in summer in this country then we could go skating barefooted, we could snowball without giting our fingers cold, and men who go out slay-riding wouldn't halve to stop at every tavern as they do now. It snows more in winter than any other season. A wickit boy took my skates and ran off with them and I couldn't catch him. Mother says judgment will overtake him. Well, if judgment dose he will halve to be pretty lively in his legs for that boy can run buly. Now I will stop.—The Indiana Teacher

Driver Education Study

"How can we afford not to have driver education?" is the key idea behind a recent study by Dr. A. E. Florio, associate professor of safety education at the University of Illinois.

The study compares economic losses resulting from Illinois traffic accidents and the cost of adequate driver training. Detailed statistics are included from each county. Copies are available from Dr. Florio, in care of the UI School of Physical Education.—Illinois Education

Cheerleaders Are Active

The thousands of high school and college cheerleaders over the nation now have a source of fresh, up-to-date information on the trends in cheerleading in all sections of the United States. The National Cheerleaders Association publishes a newspaper that is distributed quarterly to its members during Football and Basketball season.

New yells, yell routines, pep rally ideas, methods of boosting school spirit, raising funds for Pep Clubs; articles on sportsmanship, crowd psychology, uniforms, and many other phases of cheerleading are included in the newspaper.

The National Cheerleaders Association was organized by Lawrence R. Herkimer in October, 1952, and to date has members in over 2,500 high schools and colleges serving over 15,000 cheerleaders. Schools in Puerto Rico, Alaska, Germany, Japan, and Hawaii also are on the membership rolls and receive help for their cheerleaders.

The N.C.A. was organized for the purpose of collecting and distributing information on elements of cheerleading, promoting sportsmanship, and improving the quality of cheerleading over the country by sponsoring Cheerleading Clinics where new and effective routines are taught.—*Student Life*

"Let's Make Amends"

The American Automobile Association has published a pamphlet which outlines a program to help wipe out "chicken," the murderous high way "game" played by teen-agers in cars, and to replace it with considerate, sportsmanlike driving.

Basically, "chicken" involves taking a dare to do something stupid, dangerous thing while driving a car—such as keeping hands off the steering wheel, driving at night without lights, etc. Far from evidencing courage, it shows immaturity and foolhardiness.

"A Plan for Killing Chicken" presents four practical measures which any group—teen-age or adult—can take to kill "chicken": 1. Get student leaders to commit themselves against "chicken"; 2. Urge and support severe penalties for drivers playing "chicken"; 3. Be sure there are high-grade driver education courses which emphasize the hazards of "chicken"; and 4. Counter-attack by giving recognition for high-grade driving.

The program can be adapted to any community, or can supplement a project already in action. For copies of the pamphlet, contact your local AAA club or write to The Traffic Engineering and Safety Department, American Automobile Association, 1712 G Street NW, Washington 6, D. C.—Illinois Education

Indian Dance Popular

The Indian Dance at athletic events and various other programs, and as a feature at the band programs, has become a tradition at Du Quoin High School, Du Quoin, Illinois, according to "The Magnavox," school publication. The teams are known as the Warriors, Redskins, Indians, Braves, and other such names. This feature was started

in 1949, when two students danced together. However, only one student usually performs. Mr. Melvin Seiner, band director, who is also responsible for this part of the program suggests that the Indian Dance is really the symbol of school spirit at the high school.

Safety Council Should Be Effective

One of the most significant developments in highway safety is the enthusiastic interest in traffic safety problems which young drivers have recently begun to express through teen-age traffic safety conferences.

The teen-age conference is a conference developed and planned by teen-agers and conducted by and for teen-agers. The conference is sponsored by the Portland Traffic Safety Commission, with other cooperating agencies. A conference was held in Portland, October 16—Roosevelt Ranger, Roosevelt High School, Portland, Oregon

FTA Distributes New Materials

The Future Teachers of America office in the NEA headquarters has prepared a series of new materials as part of its service to FTA college chapters and to junior and senior high school clubs. For college chapters: a poster entitled "Proudly Professional," a folder "You and Your Professional Organizations," the Future Teacher Newsletter, and the FTA Handbook.

For high school clubs: a poster which asks "Could You Be the Teacher He Will Never Forget?" a 16-page illustrated booklet entitled **Invitation to Teaching**, a folder-brochure about FTA clubs, and a reprint of FTA songs. All of these items are free to FTA members and may be ordered from the TEPS at the NEA.—Ohio Schools

English Language To Be Used

Just as American-built aircraft dominate the commercial airlines of the world, our nation's language is becoming the universal aviation tongue.

English has become the language of the air traffic controllers all over the world as a result of the work of the International Civil Aviation Organization (ICAO) in producing standardized airways throughout the world, with facilities every airman can use, and a language every airman can speak and understand. Among the many standards already adopted by the 57 member nations of ICAO is the use of English in airways traffic control centers and airport traffic control towers.

The variety of English pronunciations can be imagined, but the fact that it works, and actually contributes to safety is a testimonial to the value of standards in world aviation.—Planes

How We Do It

FIREARMS SAFETY EDUCATION

One of many methods of presenting gun safety education is to organize an exhibit and display for the school room in which the students work. The belief that "If you see it every day, it will sink in," has proven to be a truism at the Aliquippa, Pennsylvania, High School. A way of utilizing permanent pictures for display is illustrated in the picture below.



Be Careful! Conserve! Promote!

The Aliquippa club, through the courtesy of S.A.A.M.I., distributed 5,000 copies of Gun Safety literature to students of four high schools before the small game season last year.

During 1955, for the first time, the Beaver County Sportsmen's League carried out a publicity campaign designed to call attention to gun safety and to minimize hunting accidents. Through the courtesy of the Sportsmen's Service Bureau of the Sporting Arms and Ammunition Manufacturers Institute the League obtained a wide variety of newspaper mats dealing with safe gun handling, safe clothing, and courtesy to the landowner. These were in the form of cartoons and depicted humorous characters committing various acts which illustrated a certain form of safety with a firearm.

The local newspapers were informed of the intention behind the campaign. The day before the opening of the 1955 small game season, several of these gun safety cartoons appeared spread throughout the pages of all the county newspapers. On the sports page appeared the Ten Commandments of Gun Safety as recommended by the Sporting Arms and Ammunition Manufacturers Institute.

Throughout the entire 1955 hunting season, the county papers printed one or two of these safety cartoons from time to time. Although the true value of this safety campaign may never be determined, the League feels that if only a few hunters benefited by becoming aware of the necessity of safe gun handling, our efforts were more than justified.—Lawrence F. Blaney, Sponsor-Adviser, The Conservation, Fishing, and Hunting Club, Aliquippa High School, Aliquippa, Pennsylvania.

MOCK ELECTION IS EDUCATIONAL

The 1956 general election in Arkansas brought a blanket size ballot before the voters of the state. In addition to presidential candidates and both Republican and Democratic candidates for several state offices, there were nine proposed constitutional amendments, one resolution, and two initiated acts.

Feeling that this would be an ideal time to teach school citizens one of their principal adult citizenship duties, the student council of Hughes High School decided to hold a mock election and use a complete ballot. Council members felt that doing this would cause students to discuss the ballot with their parents, that students could encourage parents to go to the polls, and at the same time it would help both students and parents interpret the amendments.

Local students were selected to represent each of the major presidential and vice presidential candidates as well as each state constitutional officer nominee. Active campaigning began a week preceding election. Students presented well-thought out and well-planned speeches. Interest ran high.

Polls opened at 8:00 a.m. and closed at 3:00 p.m. Voting was not compulsory, but 88 per cent of the student body participated. Votes were counted by student election officials despite the fact that tallying such a long ballot took several after-school hours.

Making election day a vital part of the student's day increased his interest in watching returns on TV and helped him become aware of and appreciate the problems facing adult voters.

Incidentally the students voted Democratic as did our state.—Julia McKemie, Hughes High School, Hughes, Arkansas

SCOTCH-LITE FOR THE A-V ROOM

One of the projects sponsored by the Roosevelt School Parent-Teacher Association for the past few years has been the distribution of "Scotch-Lite" tape for the bicycles of our students.¹ This tape is familiar to many. It can be seen on the back bumpers of cars and trucks.

Scotch-Lite tape reflects light very well and can be seen for almost a quarter of a mile away when light shines on it. At Roosevelt School, the bicycles of our students were made safer with the application of this tape. The bikes could be seen at a greater distance at night by the driver of an automobile.

Two years ago we had some tape left over after the "Lite-A-Bike" project. This was used in our audio-visual room as a safety measure. While the audio-visual program may be well coordinated with the curriculum and films well selected for grade level, there are times when students must leave the room.

Scotch-Lite tape was applied to the cord from the 16 mm. sound projector to the speaker and from the projector to the electrical outlet. The light reflected from the screen was enough to cause the red tape to glow in the darkened room. Thus students could see the cord and not trip over it in the dark. The tape is manufactured in two colors, red and silver. The red was used on the projector cords, while the silver was used to mark the aisles.

With the aid of the "Scotch-Lite" reflector tape, any room that is darkened for projection purposes can be made safer with the aisle and the projector cords made visible. The expense is little, the safety factor great.—Harold Hainfeld, Roosevelt School, Union City, New Jersey

1. Our Lite-A-Bike Safety Program: SCHOOL ACTIVITIES; Vol. 26, No. 5, pp. 148-149, January, 1955.

INTRA-CITY COUNCIL IS FUNCTIONING

Inter-school fights and incidents after football games had increased and indications were that the gap between student bodies of several high schools might widen. What would you do? This article is concerned with what the students of the four Wichita High Schools have done.

Each school has many problems peculiar to the community from which its students come.

A comparison of the four high school student groups shows that the differences are many and the range of variances quite wide.

Student groups were asked to discuss their current problems and suggest possible solutions. Students recognized the need for the high schools to work together instead of always considering other high school students as rivals.

Out of these discussions arose a positive program to let students from the four high schools discover for themselves that they are more alike than they are dissimilar; that they have more common interests, common needs, and common problems.

Student Government representatives from the various schools formed an Intra-City Council. Out of this group has come many fine ideas and suggestions. This group met with the Wichita Police officials with the result that more constructive activities have been set up after games. At present a group is busily working on a Code of Conduct to be accepted by all high school groups.

Exchange assemblies and various experiences whereby the schools may work together are being thought out.

The effect of this group's efforts will not be felt nor can they be observed for several years to come. The seeds have been planted that may cause a united teen-age group and reduce friction to a minimum. The final evaluation will have to wait. The immediate heartening fact is that an attempt is being made by the students themselves to work out their own problems.—Lewis R. Crum, former Co-ordinator of Activities, Wichita High School, West, Wichita, Kansas; Denver, Colorado

EXPLORING A BIG CITY

To better understand the purposes and ramifications of the group activity to be described, it is necessary that one be aware of the setting in which it occurred.

The activity undertaken was the exploration of some of the cultural and recreational facilities available in Metropolitan Detroit either free of charge or for a small fee.

The group was an 8A English class in a large intermediate school near the downtown area. Approximately fifty-five per cent of the children were born outside of Michigan. The majority were from Southern states. Many of the remaining forty-five per cent came from areas in Michigan other than the Detroit area. The neighborhood is transient and of low socioeconomic status. The school has a very large turnover and the students have little spending

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money. Both of these factors must be considered in any class project.

The project began after the class had visited the Detroit Institute of Arts with their social studies teacher. They buzzed about this new experience so much that the English teacher demanded that the cause of the turmoil be revealed. After discussing their visit with them she asked how many of the children had visited the institute before. Only eight of the thirty-seven children raised their hands although the school is within walking distance of the Institute.

The teacher was amazed at this discovery and began discussing with the children some of the other places of interest in and around Detroit. The children were very enthusiastic. Those who had visited such places as Greenfield Village and the Main Library were eager to tell of their experiences.

The teacher suggested that the class abandon its "regular work" and during the next two weeks or eight class meetings become better acquainted with some of these points of interest. The class voted and decided that this should be done.

The teacher asked, "How shall we begin?" It was suggested that first a list be made of the places to be considered. Class members suggested places to be put in the list.

The question arose as to which places should be explored since the list was rather lengthy. A class member suggested that a vote be taken. Slips of paper were used for this and a committee of three volunteers made a tally.

Only a few places were eliminated. The list was still long. One boy said, "Let each of us pick one." The class approved this suggestion. Since some of the topics had received several votes, it was decided that interest groups be organized.

Once this was done, the class seemed at a loss. They did not know how to proceed since they had had practically no experience in group work. They asked that the teacher help them. She suggested that they start with the visit to the Institute of Arts, an experience all had shared.

The class members suggested points to be covered in reporting this experience as follows:

Name of the Place

- I. Discussion of its general use
- II. Special points of interest
- III. Brief sketch of its history
- IV. What it looks like
- V. General information
 - A. How it may be reached from school
 - B. Visiting hours
 - C. Cost of admission

The class wrote up this information in connection with the institute. Some of the better reports were read as examples.

The groups met and divided responsibility for the points of the outline. The teacher assisted them with securing the information. Telephone conversations, school librarian, and social studies teacher supplied much information. The children were encouraged to visit the places on which they were reporting. Drawings and picture post cards were made and collected to illustrate the reports. The teacher assisted with the elimination of errors.

It was necessary to extend the project to ten class meetings so that each group could present its material to the class. The class voted that the reports should be oral but not read from the paper or memorized.

One of the students said that the reports should be re-copied and put in a booklet. The children felt this was a good idea but that the reports and illustrations should first be put on exhibition in the room. It was suggested that a large street map of Detroit should be marked to show the location of the places. A committee volunteered to do this.

Another youngster offered to make the cover for the projected booklet. Another group offered to arrange the exhibit in the room. This committee greatly aided in hastening the completion of the re-copying since each group was anxious to be represented.

The project was terminated at this point. The social studies teacher offered to take the class to the Historical Museum and this was done under his sponsorship.—Nancy Kluwe Smith, Jefferson Intermediate School, Detroit, Michigan.

PROMOTING STUDENTS' INTERESTS

Very often in science teaching, the teacher sponsoring the science club is faced with the problem of trying to present an orderly systematic series of experiences which are designed to teach the pupils certain concepts, skills, and attitudes. The teacher still has to deal with the spontaneous, often digressive, interests of the students themselves.

HANDBOOK FOR STUDENT COUNCIL ADVISERS

By Lou McMonies and Genevieve McDermott
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4131 South Vermont, Los Angeles 37, Calif.

A good example is when we're studying rocks and minerals. Some child brings in a reptile. The class loses interest in rocks and minerals and wants to know all about reptiles. For some science teachers this presents a frustrating situation—particularly after having worked out a unit of work involving rocks and minerals.

The teacher should seize upon these sparks of interest and fan them into a flame of enthusiasm. Our goals for the children can be realized more easily by utilizing their interests.

One day after summer vacation one of the sixth grade children brought in a bag of stones picked up at the lake during the summer. As is usually the case, she had picked them up solely because they were colorful. The teacher agreed that they were pretty, and because he thought important concepts about our earth could be learned from these stones, picked up a stone, and holding it aloft proceeded to tell a story concerning its entire history. The class noticed particularly one stone as being quite different from the others. A class member pointed out it was some kind of fossil.

The teacher encouraged the class to find out more about the fossil in encyclopedias and other reference books. Some of the boys became quite interested in stones of all kinds. They sparked the class into several weeks of rock and mineral study. Somewhere they learned of ultra-violet light and its use in mineralogy. They ended up talking the shop teacher into letting them make a mineral show-case with ultra-violet lighting.

The students did all the work—obtained the materials, etc. They had quite a project obtaining the ultra-violet light. They really learned something of the relationship of demand, production, cost, etc., involved in the final price of an item. They found they could buy several dozen regular bulbs for the cost of one ultra-violet bulb. The case is still in that school and is shown to all visitors.

In that one project the boys derived the satisfaction of conceiving an idea and carrying it through to completion. I imagine the results of that accomplishment still affects their attitude toward new tasks. They also learned certain skills such as wood-working, electrical wiring, cutting glass, painting, varnishing, etc.

I don't know whether any of those boys went on to be geologists or not. I am sure that each of those boys will always carry with him a memory of that project and of the school that provided the opportunity for it. Each of those boys undoubtedly sees much more than most people when they look at a rock.—Floyd C. Fulton, Harding School, Detroit, Michigan

Comedy Cues

Wrong Slant

The old farmer's daughter had gone to the city to attend a very fashionable school for young ladies. She had written several letters to her parents at times, telling them of the new things she had found and was so interested in.

But one day they got a letter that upset them a great deal. She wrote in one letter that she was "in love with ping pong."

"There ye air!" exclaimed her father. "I knowed no good would come o' sendin' her to that city! Naow, ye see, she's done gone an' fell in love with an oriental."

Who? Me?

Dibbs: Have you seen one of those instruments which can tell when a man is lying?

Higgs: See one! I married one!

What Do Ya Know?

An Englishman was on his first visit to America. While driving along he saw a sign that said: "Go slow; that means you."

"By Jove," said the Englishman, "how did they know I was here?"

Yoo-Hool

Hotel Clerk: Shall I have the porter call you in the morning?

Guest: No, I always wake up promptly at seven.

Hotel Clerk: Then would you mind calling the porter?

Wait, A Minut!

Mrs. Nuwed said to her husband: "Darling, will you lend me twenty dollars, and only give me ten of them? Then you'll owe me ten and I'll owe you ten, and we'll be even."

There's A Difference!

Ezry: So you've got back from the big city, have you, Eben? What difference did you find between the city an' the country?

Eben: They hain't much difference after all. In the country you go to bed feelin' all in and get up feelin' fine, and in the city you go to bed feelin' fine an' get up feelin' all in.

By the Peck

Vivien: I know where we can get a good chicken dinner for fifteen cents.

Helen: Where?

Vivien: At the feed store.

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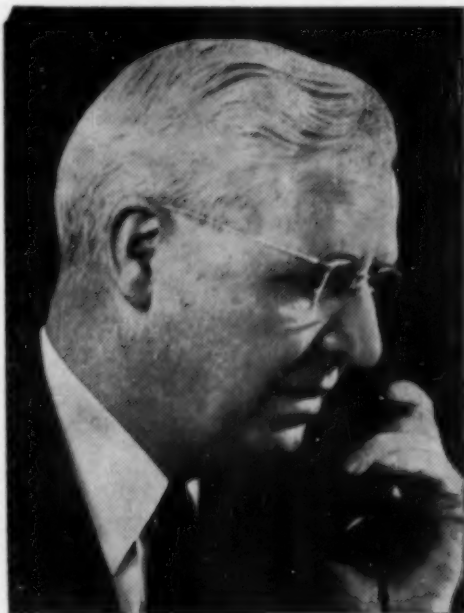
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